DOCUMENT RESUME

ED 251 286 RC 015 090

TITLE	Partnerships in Action. Building Partnerships for Quality Education in Rural America.
INSTITUTION	Department of Education, Washington, DC.
PUB DATE	84
NOTE	32p.; For related documents, see RC 015 088-89. Prepared for distribution at the National Conference on Building Partnerships for Quality Education in Rural America (Washington, DC, June 28-30, 1984).
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Agency Cooperation; American Indian Education; Board of Education Role: *College School Cooperation; *Educational Cooperation; Educational Opportunities; Educational Quality; Education Service Centers; Elementary Secondary Education; Philanthropic Foundations; Postsecondary Education; *Program Descriptions; Regional Schools; *Rural Education; *School Business Relationship; School Community Relationship; State Departments of Education; Student Participation; Tribes; Volunteers
IDENTIFIERS	Army; Counties; Extension Service; *Partnerships

ABSTRACT

Twenty-one profiles of rural partnerships are included in this conference handout. Following a proclamation by President Ronald Reagan declaring 1983-1984 the National Year of Partnerships in Education, a list of the partnership programs with meeting places, time assignments, and presiders is provided for presentations on the partnerships in action. The rest of the document consists of one- or two-page summaries of each partnership giving information for each in the categories of need for the partnership, what partners are involved, sponsors, target audience, location, objectives, procedures, accomplishments and outcomes to date, accomplishments and expected outcomes, and contact person(s). Programs are listed from Alaska, California, Georgia, Illinois, Indiana, Iowa, Kansas, Washington, Louisiana, Maryland, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, Pennsylvania, Texas, Utah, Vermont, and Virginia. Examples of partnerships include: school districts-universities; universities-educational councils-businesses; secondary schools-regional vocational system-community college-prison-business and industry; school board members-key school personnel; business and industry-local schools-community college; university-Indian tribe; people with disabilities-the elderly-volunteers-human service professionals-businesses; school officials-students-business leaders; counties-state school for the blind-state department of education; state department of education-junior college-business-Army; university-community college-Extension Service-area vocational schools; health education providers and institutions at all levels-university; board of cooperative education services-community college; college faculty members-rural school district leadership teams; school district-college-state department of education; and college-foundation. (BRR)

ED251286

Building Partnerships For Quality Education In Rural America

PARTNERSHIPS IN ACTION

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RC015090

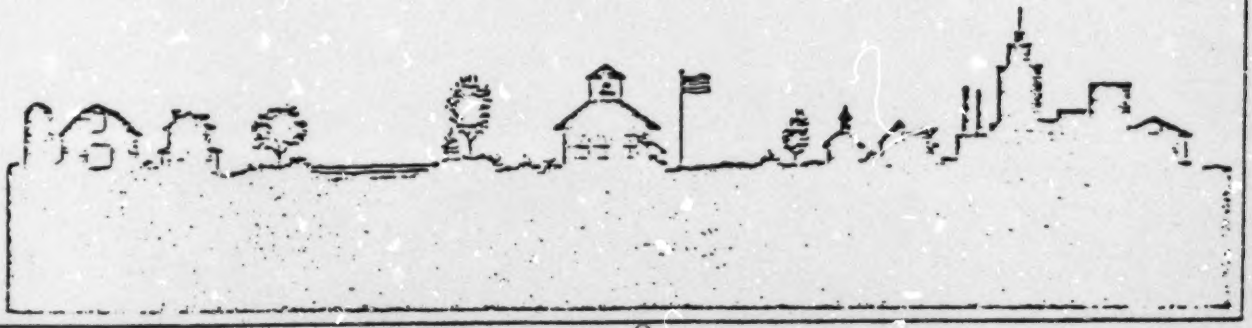
A National Conference

Building Partnerships for Quality Education in Rural America

June 28-30, 1984
The Mayflower Hotel
Washington, DC

Sponsored by

UNITED STATES DEPARTMENT OF EDUCATION



National Year of Partnerships in Education 1983–1984

By the President of the United States of America

A Proclamation

America's future is dependent upon the health and vitality of her education system. Although thousands of businesses, industries, individuals, organizations, teachers, administrators, and government at all levels have been involved in the education of our youth, there is more work to be done. More people must become active in improving the quality of education in our Nation.

Recently, many schools have developed private sector partnerships in an effort to broaden available resources and reach out to their communities for support. The private sector has much to offer the growing national movement to improve our education system. Some of the most effective methods include helping educators identify the learning needs of our society; encouraging professional exchanges between teachers, educators, and businesses; contributing expertise, financial resources, and equipment; and providing technical assistance in school administration and curriculum development. In order to encourage this trend, I call upon businesses, organizations, individuals, and agencies to become involved with their local schools.

Partnerships in Education Year gives us the opportunity to acknowledge the efforts of the private sector and to encourage the creation of new partnerships in education all across this Nation.

NOW, THEREFORE, I, RONALD REAGAN, President of the United States of America, do hereby proclaim the period from October 1, 1983, through June 30, 1984, as the National Year of Partnerships in Education. I invite all Americans to join me in my commitment to the excellence and quality of education offered to all Americans.

IN WITNESS WHEREOF, I have hereunto set my hand this 3rd day of Oct., in the year of our Lord nineteen hundred and eighty-three, and of the Independence of the United States of America the two hundred and eighth.

Ronald Reagan

BEST COPY AVAILABLE

NATIONAL CONFERENCE ON

BUILDING PARTNERSHIPS FOR QUALITY EDUCATION
IN RURAL AMERICA

MEETING ROOM ASSIGNMENTS FOR
PARTNERSHIP IN ACTION PRESENTATIONS

Partnership Program	Meeting Room/Date/Time	Presider
1. Vocational Education Partnership Program for the North Slope Borough and The University of Alaska, Anchorage, Alaska	NEW JERSEY Friday, June 29 4:10 - 4:45 p.m. & 4:55 - 5:30 p.m.	James Muller White House Fellow U.S. Department of Education
2. Partnerships Through Telecommunications at California State University at Chico, Chico, California	SOUTH CAROLINA Friday, June 29 4:10 - 4:45 p.m. & 4:55 - 5:30 p.m.	Arthur Kirchenbaum Senior Analyst Office of Planning, Budget and Education U.S. Department of Education
3. School-Based Development Enterprises, Athens, Georgia	GEORGIA Friday, June 29 4:10 - 4:45 p.m. & 4:55 - 5:30 p.m.	Dwight Crum Senior Policy Advisor Office of Private Education U.S. Department of Education
4. Southeastern Illinois Vocational System -- A Unique Partnership, Harrisburg, Illinois	VIRGINIA Thursday, June 28 3:45 - 4:20 p.m. & 4:30 - 5:05 p.m.	James Muller White House Fellow U.S. Department of Education
5. The School Board/School Program Partnerships, Rensselaer, Indiana	GEORGIA Thursday, June 28 3:00 - 3:35 p.m. & 3:45 - 4:20 p.m.	Bertha King Education Program Specialist Office of Vocational and Adult Education U.S. Department of Education
6. Model Rural Community Education Program, Forest City, Iowa	SOUTH CAROLINA Thursday, June 28 3:00 - 3:35 p.m. & 3:45 - 4:20 p.m.	Duane Nielsen Deputy Director Division of Innovation and Development U.S. Department of Education
7. Kansas Kickapoo Technical Assistance Project, Powhattan, Kansas	RHODE ISLAND Thursday, June 28 3:45 - 4:20 p.m. & 4:30 - 5:05 p.m.	J. Kenneth Frye Program Officer Migrant Education Program U.S. Department of Education

BEST COPY AVAILABLE

Partnership in Action Presentations (continued)

Partnership Program	Meeting Room/Date/Time	Presider
8. National Rural Independent Living Network (NRILN), Bellingham, Washington	RHODE ISLAND Friday, June 29 4:10 - 4:45 p.m. 4:55 - 5:30 p.m.	Duane Nielsen Deputy Director Division of Innovation and Development U.S. Department of Education
9. Vocational Assessment for Special Education (VASE): A Mobile Unit Servicing Rural Special Needs Students, Rayville, Louisiana	VIRGINIA Thursday, June 28 3:00 - 3:35 p.m. &	James Muller White House Fellow U.S. Department of Education
	SOUTH CAROLINA Thursday, June 28 4:30 - 5:05 p.m.	Duane Nielsen Deputy Director Division of Innovation and Development U.S. Department of Education
10. Maryland's Mid-Shore Special Education Consortium, Baltimore, Maryland	MARYLAND Friday, June 29 4:10 - 4:45 p.m. & 4:55 - 5:30 p.m.	Ron Castaldi Community Education Liaison Division of Innovation and Development U.S. Department of Education
11. Preparing the Workforce for "High Technology" Employment in the New Army Ammunition Plant, Jackson, Mississippi	PENNSYLVANIA Friday, June 29 4:10 - 4:45 p.m. & 4:55 - 5:30 p.m.	J. Kenneth Frye Program Officer Migrant Education Program U.S. Department of Education
12. Bootheel Educational Consortium Cape Girardeau, Missouri	NORTH CAROLINA Thursday, June 28 3:00 - 3:35 p.m. &	Robert Marshall Education Program Specialist Division of Innovation and Development U.S. Department of Education
	NEW YORK Thursday, June 28 4:30 - 5:05 p.m.	Larry D. Case Education Program Specialist Office of Vocational and Adult Education U.S. Department of Education

BEST COPY AVAILABLE

Partnership in Action Presentations (continued)

Partnership Program	Meeting Room/Date/Time	Presider
13. Continuing Education for the Health Professions, Chadron, Nebraska	NEW YORK Friday, June 29 4:10 - 4:45 p.m. & 4:55 - 5:30 p.m.	Larry D. Case Education Program Specialist Office of Vocational and Adult Education U.S. Department of Education
14. Programming for Community Involvement, Newton, New Jersey	NEW JERSEY Thursday, June 28 3:00 - 3:35 p.m. & 3:45 - 4:20 p.m.	Dwight Crum Senior Policy Advisor Office of Private Education U.S. Department of Education
15. Cayuga-Onondaga B.O.C.E.S. / Cayuga Community College -- Shared Efforts in Vocational Education, Auburn, New York	NEW YORK Thursday, June 28 3:00 - 3:35 p.m. & 3:45 - 4:20 p.m.	Larry D. Case Education Program Specialist Office of Vocational and Adult Education U.S. Department of Education
16. Teacher Exchange in Rural Schools, Greenville, North Carolina	NORTH CAROLINA Thursday, June 28 3:45 - 4:20 p.m. & 4:30 - 5:05 p.m.	Robert Marshall Education Program Specialist Division of Innovation and Development U.S. Department of Education
17. Pennsylvania Partnerships in Education, Harrisburg, Pennsylvania	PENNSYLVANIA Thursday, June 28 3:00 - 3:35 p.m. & 3:45 - 4:20 p.m.	Ron Castaldi Community Education Liaison Division of Innovation and Development U.S. Department of Education
18. Texas Tech Co-Op for More Effective Schools, Lubbock, Texas	NEW HAMPSHIRE Friday, June 29 4:10 - 4:45 p.m. & 4:55 - 5:30 p.m.	Bertha King Education Program Specialist Office of Vocational and Adult Education U.S. Department of Education

BEST COPY AVAILABLE

Partnership in Action Presentations (continued)

Partnership Program	Meeting Room/Date/Time	Presider
19. Garfield County School District and Dixie Junior College Tele-Trig Program, Panguitch, Utah	RHODE ISLAND Thursday, June 28 3:00 - 3:35 p.m. &	J. Kenneth Frye Program Officer Migrant Education Program U.S. Department of Education
	PENNSYLVANIA Thursday, June 28 4:30 - 5:05 p.m.	Ron Castaldi Community Education Liaison Division of Innovation and Development U.S. Department of Education
20. Supporting Teacher-Researchers in Rural Communities, Middlebury, Vermont	NEW HAMPSHIRE Thursday, June 28 3:00 - 3:35 p.m. & 3:45 - 4:20 p.m.	Arthur Kirchenbaum Senior Analyst Office of Planning, Budget and Education U.S. Department of Education
21. Joint Employment Pilot Project, King William, Virginia	VIRGINIA Friday, June 29 4:10 - 4:45 p.m. & 4:55 - 5:30 p.m.	Robert Marshall Education Program Specialist Division of Innovation and Development U.S. Department of Education

BEST COPY AVAILABLE

PARTNERSHIP PROGRAM PROFILE

VOCATIONAL EDUCATION PARTNERSHIP PROGRAM FOR THE NORTH SLOPE BOROUGH AND THE UNIVERSITY OF ALASKA

Need

Residents of the North Slope Borough wanted vocational training to enable them to fill the skilled jobs which exist in their communities. The government officials of the North Slope Borough and Barrow needed a source from which to obtain qualified personnel to operate and maintain the schools, Borough and City facilities, and provide jobs for the citizens of the community, thereby, lessening the need for outside labor. The greatest need is for trained personnel in building maintenance, heavy equipment maintenance, and office occupations.

Local craftsmen were hired to teach the Building Maintenance and the Heavy Equipment Maintenance Programs. These craftsmen were given training in the basics of teaching vocational education prior to their entering the classroom. The Office Occupations courses were taught by resident teachers of the North Slope School District and professionals working for the North Slope Borough.

Partners

The program partners include the North Slope Borough and the University of Alaska, Rural Education Unit.

Target Audience

This partnership program serves residents of the North Slope Borough who desire training to fill skilled jobs that exist in their Arctic communities.

Location of Program

The program is located in Barrow, Alaska the largest of the eight native villages that encompass the North Slope Borough.

Objectives

Objectives of the program are:

1. to provide a qualified pool of workers to fill existing jobs in the North Slope Borough, and
2. to provide resident craftsmen the training to become vocational teachers, thus, creating a resource to be used again and again in the future.

Procedures

Procedures used in addressing the vocational training needs of the North Slope Borough were to perform a needs assessment, establish program advisory committees, develop curricula, hire and train teaching staff, purchase equipment and books, select trainees and coop programs with North Slope employers.

Accomplishments and Outcomes to Date

Programs have been very successful with all trainees desiring jobs placed in positions for which they were trained.

Accomplishments and Expected Outcomes

The program will be expanded to the outlying villages in addition to Barrow, so that greater numbers of residents can be trained for skilled jobs.

For Further Information Contact:

John A. Taber
Vocational Technical Programs Coordinator
University of Alaska, Rural Education
3601 C Street, Suite 400
Anchorage, AK 99503
(907) 564-3323

06/28/84

PARTNERSHIP PROGRAM PROFILE

PARTNERSHIPS THROUGH TELECOMMUNICATIONS AT CALIFORNIA STATE UNIVERSITY, CHICO

Need

The problem of delivering University level educational programs throughout a rural and remote portion of Northeastern California has been overcome by the development of a complex, closed-circuit ITFS/microwave network which provides regular university classes on a live and interactive basis to sixteen (16) remote learning centers throughout the region. Regular university classes taught by on-campus faculty are transmitted from 8:00 a.m. to 10:00 p.m. daily throughout the academic year.

Partners

The program partners include California State University, Chico, the Northeastern California Higher Education Council (NCHEC) and the Hewlett Packard Corporation. The experience of operating this ITFS system for almost a decade has provided the opportunity for CSU, Chico to develop a satellite receiver/transmit capability which will be fully operational during the Summer of 1984.

Target Audience

The ITFS system provides university classes to all levels of students scattered throughout Northeastern California, who are unable to attend classes on campus. The satellite system will provide a Master of Science degree in Computer Science to Hewlett Packard employees located in their major plants in the Western United States.

Location of Program

The ITFS system extends throughout 33,000 square miles of Northeastern California (approximately 21 percent of the area of the state). Learning centers are located at sixteen (16) sites in the Sacramento River Valley and Northern Sierra. Classes and other educational programs originate from the main campus located in Chico. Learning center sites are located in the major communities within the region and include such places as County Schools Offices, high schools, community colleges, military bases, industrial plants and a local hospital.

Objectives

The ITFS system is designed to provide university educational programs to the residents of Northeastern California in an efficient and equivalent manner.

Accomplishments and Outcomes To Date

Approximately 50 regular classes are offered each year; enrollments range between 500-750 students per year. In addition, ITFS students have direct on-line access to the entire collection of the University library.

For Further Information Contact:

Ralph F. Meuter, Leslie Wright or
Charles F. Urbanowicz
California State University at Chico
Chico, CA 95929
(916) 895-6105

06/28/84

PARTNERSHIP PROGRAM PROFILE

SCHOOL-BASED DEVELOPMENT ENTERPRISES

Need

This idea was developed by Jonathan Sher and was described in his book entitled Education in Rural America. It was developed to meet the need for improving education in rural and small schools, particularly in the area of vocational education. It is unique in that it supports the development of youth operated businesses to improve the quality of life in the community and provides a realistic environment for youth to develop entrepreneurial skills.

Partners

The program partners include the schools and the community.

Sponsors

Sponsors can be schools, communities or in particular, specific school-based development corporations.

Target Audience

The partnership program serves to provide training for you and services/products for the community.

Location of Program

Brooks County High School, Quitman, Georgia.

Objectives

1. Provide opportunities for training youth in entrepreneurial skills.
2. Provide jobs for youth.
3. Provide a need service/product for community.
4. Not to compete with on going business.
5. Provide a profit.
6. Improve the school's curriculum.

Procedures

Create awareness of SBDE concept, gain commitment, conduct feasibility and marketing study with aid of Small Business Development Centers, develop business plan, obtain capital, implement school-based development enterprise.

Accomplishments to Date

Successful school-based enterprises awareness workshops have been conducted in eighteen states. Articles have been written about project in the Phi Delta Kappan, New York Times, and Atlanta Journal. A special report has been prepared by the Charles Stewart Mott foundation.

Accomplishments and Expected Outcomes

It is hoped that numerous school-based development enterprises throughout the United States will be established. Also that a national network of partnerships between Center for Community Education and Small Business Development Centers will be established.

For Further Information Contact:

Georgia School-Based Development Enterprises
125 Idyllwood Drive
Athens, Georgia 30605
(404) 542-1300

06/28/84

PARTNERSHIP PROGRAM PROFILE

Southeastern Illinois Vocational System - A Unique Partnership

Need

The nine high schools in this rural southeastern Illinois region are extremely small, ranging in size from 75 to 500 students, and are unable individually to provide extensive vocational offering for the students. Through a partnership with a correctional center, a community college, and by cooperating among themselves, the high schools are able to offer a broad based, high quality, employer validated, vocational program for all students regardless of the size of the student's home high school. This model could be easily transported to any rural area.

Partners

The program partners include nine secondary schools, a regional vocational system, a community college, a prison and the business/industry of the region.

Sponsors

The primary sponsors of the partnership are the Southeastern Illinois Regional Vocational System, Southeastern Illinois Community College, Vienna Correctional Center and the nine high schools of the region.

Target Audience

The partnership is designed to provide high quality, broad based vocational training for eleventh and twelfth grade students.

Location of Program

The program includes all nine secondary schools within the southern vocational counties of Pope, Hardin, Gallatin and Saline.

Objectives

The objectives of the partnership are:

1. To increase the quanity and quality of the vocational offerings for high school students within the region.
2. To provide vocational programs for small, rural schools in a cost-efficient manner without duplication of facilities, equipment and teaching staff.
3. To utilize available vocational training sites in the businesses and industries of the region for training retraining and upgrading teacher skills.
4. To expand the concept beyond the vocational areas and into advanced sciences, math and foreign languages.

Procedures

The procedures used include:

1. Securing a committment from each high school to cooperate with the regional delivery system.
2. Employing a regional vocational director.
3. Conducting regional assessment of student intent and employer needs.
4. Evaluating all existing vocational programs, school and non-school, in terms of facilities, teaching staff, equipment, program content and relevancy.
5. Designing a vocational delivery system around a quality program within participating schools using the concept of sharing of resources including students, facilities, and faculty.
6. Contracting with the community college, correctional center and busineses for needed programs which were not availabe in particpating high schools.
7. Developing a staff inservice plan for all vocational teachers and guidance conselors including workshops, professional meetings and summer internships.

Accomplishments and Outcomes to Date

Accomplishments to date include:

1. Vocational program offerings have been increased dramatically. Every high school student currently has a choice of a minimum of twenty vocational programs. Before the Regional System some students had only a choice of four.
2. An inservice program has been implemented through extensive workshops, summer industry internships, and involvment with professional organizations.

3. By increasing numbers of selections in the vocational areas the percentage of students enrolling in vocational classes has increased by 20 percent to approximately 80 percent of the total student body.
4. While increasing student enrollments the overall teaching staff has decreased by a total of three people thereby increasing program cost-effciency.
5. Facilities other than the ones in the high schools are being used more efficiently without duplication by contracting with the high schools during times facilities were not in use.
6. Cooperative education and the use of extended campus has increased in the business and industry of the region.
7. Two schools have started cooperating in teaching foreign languages.

Accomplishments and Expected Outcomes

The State of Illinois has made a decision to regionalize all secondary schools in the state using this program as a model.

For Further Information Contact:

Jack Rawlinson
Vocational Director
Southeastern Illinois Vocational System
Saline County Courthouse
Harrisburg, IL 62946
(618) 252-6655

06/28/84

PARTNERSHIP PROGRAM PROFILE

THE SCHOOL BOARD/SCHOOL PROGRAM PARTNERSHIP

Need

The need for such a partnership exists simply because this arrangement, this partnership, is beneficial to students. If we are interested in quality rural education, if we wish to attain excellence in education, school boards must join in that effort as partners in responsibility toward more effective school programs. Today's special school program requires the coordination, the care and the effort of the total school including its policy arm, the board of education. It is our contention that today's school must have both the support and the understanding of the school board, thus the value of a partnership.

Partners

Partners in this instance are select rural school board members and key school personnel in eight rural districts.

Target Audience

The partnership is designed to benefit students of school age, the student's parents and general school community.

Location of Program

Rensselaer Indiana Area Cooperative Special Student Programs.

Objectives

The primary objective of this partnership is to gain top-level program support. Other secondary objectives evolve around communication, information and participation between board members, the schools and local communities.

Procedures

To establish proper and clear communication with school boards, to develop a plan of action to ensure adequate interaction, discussion and participation by selected school board members from each rural school district.

Accomplishments and Outcomes to Date

Numerous accomplishments have taken place as a result of this necessary and sensible partnership. Of most importance is an improvement of services to students. Secondly, articles have been written and published about this partnership. It's concept and content have been shared at state and national level conferences. A summarization of the School Board/Special School Programs Partnership has appeared on Special Net and other electronic bulletin boards for national exposure.

For Further Information Contact:

Bernard Hannon
DSE
Rensselaer Area Cooperative School Services
Rensselaer, IN 47978
(219) 866-8540

06/28/84

NATIONAL CONFERENCE ON
BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA

June 28-30, 1984
Washington, DC

PARTNERSHIP PROGRAM PROFILE

MODEL RURAL COMMUNITY EDUCATION PROGRAM

Need

To enable the Forest City Community School District and Waldorf College to broaden their course offerings and better meet the individual needs of students. To expand and enhance the educational offering for the Forest City community.

Partners

The partners in this program include Winnebago Industries, Control Data Corporation, Forest City Community schools and Waldorf College.

Audience

The audience for this program includes: the students in the Forest City Community School District, Waldorf College, and the adults in Forest City and the surrounding area.

Location

Forest City, Iowa.

Objectives

1. To integrate computer-based education (CBE) into the educational process in both the Forest City Community Schools and Waldorf College.
2. To initiate a computer literacy program for the Forest City community.
3. To expand and enhance the educational offering for the Forest City community.

Procedures

The procedures used to meet the stated objectives were:

1. Inservice training for all staff members on the use of computers in the classroom.
2. Reviewing available courseware to decide where it will fit into the existing curriculum.
3. Phase the use of CBE into the curricula of the Forest City Community School District and Waldorf College.
4. Establishment of a Community Computer Education Council as a joint effort between the Forest City Community Schools, Waldorf College, and Winnebago Industries to coordinate computer offerings in adult education.

Acomplishments to Date

1. Available courseware integrated into the curriculum at the Forest City High School and Waldorf College.
2. Computer based and computer related courses made available to adults in the Forest City area.

Accomplishments and Outcomes Expected

1. Develop and implement a K-12 computer literacy program.
2. Advanced Placement courses at the high school.
3. Integrate CBE into the K-12 curriculum at the Forest City Community School District and the course offerings at Waldorf College.
4. Implement a program of computer based courses for community education.

For Further Information Contact:

Robert F. Hall
Business Manager
Forest City Community School District
810 West K Street
Forest City, IA 50436
(515) 582-2323

Barbara Bulman
Vice-President
Winnebago Industries
Forest City, IA 50436
(515) 582-3535

Arndt Bratten
President
Waldorf College
Forest City, IA 50436
(515) 582-2450

Robert Powell
Vice-President for Academic Marketing
Control Data Corporation
8100 32nd Avenue, South
Minneapolis, MN 55435

06/28/84

PARTNERSHIP PROGRAM PROFILE

KICKAPOO TECHNICAL ASSISTANCE PROJECT

Need

The Kickapoo Indian Nation and the Kickapoo Nation School required assistance in planning and curriculum development.

Partners

The partners for this project are the Center for Public Affairs, the University of Kansas, and the Kickapoo Tribe in Kansas.

Target Audience

The immediate target audience is the Kickapoo Nation in Kansas. It is hoped that in the future the project may be extended to the other two Kickapoo Indian tribes in the United States.

Location

Kickapoo Nation School, Powhattan, Kansas.

Objectives

The primary objective is to provide planning for the Tribe and the Kickapoo National School as well as curriculum development. Some other objectives are:

1. To provide textbooks on tribal studies.
2. To improve the curriculum of the Kickapoo National School.
3. To create an awareness of local culture.

Procedures

Service agreements have been made between the two parties providing a variety of services related to the above stated objectives.

Accomplishments to Date

The project is of a three-year duration and is currently in its second year. During the first year, a tribal studies textbook for high school level was completed. In the current year, a middle school textbook is being worked on. In addition, materials for a supplemental oral history project have been collected. Aspects of local culture have been filmed for the processing of instructional videos in the third year. Inexpensive grant writing has also been developed.

Accomplishments and Expected Outcomes

During the third year of the project, a feasibility study will be conducted as part of a language revival project. The instructional video tapes will also be edited and produced.

For Further Information Contact:

Jerry Schultz
Superintendent
Kickapoo National School
P.O. Box 106
Powhattan, KS
(913) 474-3350

06/28/84

PARTNERSHIP PROGRAM PROFILE

NATIONAL RURAL INDEPENDENT LIVING NETWORK (NRILN)

Need

The NRILN creates community-based Independent Living Networks in rural communities throughout America. These networks assist people who have disabilities to remain living independently in their own community. Most rural communities don't have access to the extensive social service resources available in urban centers. The NRILN is Neighbors Helping Neighbors.

Partners

Program partners include people with disabilities, the elderly, people who are willing to volunteer time and services, human service professionals, and businesses.

Sponsor

The U.S. Department of Education, National Institute of Handicapped Research. The project is headquartered at Western Washington University in Bellingham, Washington.

Target Audience

People with disabilities regardless of age including the elderly, also the parents of people who have disabilities, and individuals with all types of handicaps.

Location of Program

Initially in 15 rural communities with expected expansion to 500 communities by February 1986. Additional communities are being sought and nominations are requested for participation.

Objectives

The objectives of the program within any individual participating community are to:

1. Identify people with disabilities who need assistance in living independently.
2. Recruit volunteers from throughout the community.
3. Train volunteers to provide services to the disabled.
4. Match disabled individuals having needs with volunteers who can provide those needs.
5. Create a linkage system which will also include the professional services and resources available in the community.
6. Interact with other communities throughout the nation via computer and newsletter communication systems sharing resources and ideas.

Procedures

NRILN project staff identify a community group to coordinate the Independent Living Network in each participating town; train local residents in recruiting, training, and matching volunteers with people who have disabilities; assist in public relations and national communication linkage among participants.

Accomplishments and Outcomes To Date

Seven sites are in operation in seven different states. Some 320 volunteers are providing services to over 150 people with disabilities.

Accomplishments and Outcomes Expected

Eight additional sites will be selected for level one participation which includes use of NRILN project staff on-site, project computer, and similar resources. An additional 400-500 sites will be selected to operate the system on a "turn-key" basis using project developed operations manuals, volunteer manuals, brochures, and other resources.

For Further Information Contact:

Lawrence W. Marrs
Dean, School of Education
National Rural Independent Living Network
Western Washington University
Bellingham, WA 98225

06/28/84

PARTNERSHIP PROGRAM PROFILE

VOCATIONAL ASSESSMENT FOR SPECIAL EDUCATION (VASE): A MOBILE UNIT SERVICING RURAL SPECIAL NEEDS STUDENTS

Need

A major concern of staff involved in the project is the overall life adjustment of handicapped students and their ability to become employed. The project addresses appropriate school and job placement of special needs students.

Partners

The program partners include school officials, students, and business leaders in East Carroll, Madison, and Richland Parishes.

Sponsors

The State Department and local school boards in East Carroll, Madison, and Richland Parishes have sponsored and supported the project.

Target Audiences

The project services all special needs students, ages 12-21, in 22 public schools of East Carroll, Madison, and Richland Parishes.

Location of Program

The program is located in the northeast corner of Louisiana in three (3) rural parishes. This area encompasses 1,658 square miles with a population of 51,082 and a total public school population of 11,205.

Objectives

1. To collect and report vocational assessment data.
2. To utilize data in the vocational placement of special needs students.
3. To provide data pertinent for postsecondary training and/or job placement.

Procedures

1. The Vocational Assessment Specialist gathers data and determines student strengths and weaknesses.
2. The data is compiled into a written report.
3. Conferences are conducted to increase understanding of students' abilities and limitations.
4. Regional programs involve local business leaders and provide students an opportunity to explore and work opportunities in the area.

Accomplishments and Outcomes to Date

1. Assessment Tracking Folder was designed and printed.
2. Level I and Level II assessment was completed on 289 students.
3. A Career Fair and Occupational Awareness Program were coordinated, involving school personnel and local business leaders.
4. Slide programs were presented for local civic clubs and organizations.
5. The concept of the project was presented at State and Regional conferences, and during the National ACRES Conference.
6. Developed a parishwide Career Education Program, K-12.
7. Formed an Advisory group for Rural Education in North Louisiana.
8. Designed charts of Vocational Program Components and the Assessment Sequence.
9. Printed Vocational Assessment for Special Education brochure.

Accomplishments and Expected Outcomes

1. Leadership provided for other agencies.
2. Implementation of a total vocational program including the career awareness, exploration, and training (work study).
3. Vocational curriculum adaptations for special needs students.
4. Reduction in drop-out rate.
5. An increase in numbers of jobs for special needs students.

For Further Information Contact:

Bennie H. McKay, Supervisor
Special and Vocational Education
P.O. Box 599
Rayville, LA 71269
[318] 728-5964

Gayle L. Waller
Vocational Assessment Specialist
P.O. Box 599
Rayville, LA 71269
[318] 728-5964

06/28/84

NATIONAL CONFERENCE ON
BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA

June 28-30, 1984
Washington, DC

PARTNERSHIP PROGRAM PROFILE

MARYLAND'S MID-SHORE SPECIAL EDUCATION CONSORTIUM

Need

The Maryland State Department of Education/ Division of Special Education recognized that the rural areas of Maryland were encountering difficulty meeting the full educational opoportunity requirements of P.L. 94-142. The Division instituted a study of the delivery system in use and identified several specific barriers blocking the full delivery of services to handicapped students in this rural area. Among the most serious problems were recruitment and retention of staff, funding, geographical distance, and delivering related services to students having very low incidence handicaps.

Working in conjunction with local directors of special education, consultants from NASDSE, and staff from the Maryland School for the Blind, the Division has provided financial, administrative and programmatic support to four rural counties as they developed and implemented a croos-county special education delivery system.

Partners

The program partners include the Eastern Shore counties of Kent, Queen Anne, Dorchester, and Caroline, the Maryland School for the Blind, and Maryland State Department of Education/Division of Special Education

Target Audience

The Mid-Shore Special Education Consortium serves approximately 400 handicapped students ranging in age from 0-21. Virtually all handicapping conditions are evidenced in the population served.

Location of Program

Mid-Shore Special Education Consortium classroom and itinerant services are provided on the Eastern Shore of Maryland in the counties of Kent, Queen Anne, Dorechster, and Caroline.

Objective

The Consortium's objective is to provide free appropriate special education and related services to all handicapped students ages 0-21 in the most effective and efficient manner possible.

Procedures

The consortium operates under the direction of a Board of Directors. Membership on the Board includes representatives of the local superintendent's staff, the State Division of Special Education, the Maryland School for the Blind, and the four Supervisors of Special Education. The consortium staff may be based in any of the four participating counties. Day to day administrative details are addressed by the adminstration of the county in which the particular itinerant staff is based. Students are referred to each local agency's placement committee and consortium staff participate in the development of the IEPs and the delivering of services as is appropriate.

Accomplishments and Outcomes to Date

With the unification of resources, expertise and reduction of duplication, the consortium has identified and is serving approximately 400 students in what has proven to be a most cost efficient and effective utilization of both financial and programmatic resources.

Accomplishment and Expected Outcomes

With refinement in recruitment, financial management, programmatic design and general admistration the consortium expects to be able to expand all present programs and to serve even more students. Special emphasis is now being given to emotionally impaired students.

For Further Information Contact:

Mr. Jerry F. White, Chief
Program Administration and
Evaluation Branch
Division of Special Education
Maryland State Dept. of Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 659-2479

06/28/84

PARTNERSHIP PROGRAM PROFILE

PREPARING THE WORKFORCE FOR "HIGH TECHNOLOGY" EMPLOYMENT IN THE NEW ARMY AMMUNITION PLANT

Need

The first new Army Ammunition Plant since WWII was constructed in rural south Mississippi on the NASA Test Site Property. The challenge to prepare over [illegible] employees for this, latest state of the art "[illegible]chnology" industrial manufacturing is being [illegible] public education.

Partners

A partner arrangement between the Mississippi State Vocational Education Department, Pearl River Junior College, Mason Chamberlain Inc., the contractor for the plant, and the Army is proving very successful in providing rural citizens with the education and training necessary to successfully work in the plant.

Sponsors

Vocational-Technical Education Division, Mississippi State Department of Education is the sponsoring agency.

Target Audience

The local rural population.

Location of Program

NASA Test Site Property, located between Picayune and Bay St. Louis.

Procedures

The state committed to designing and carrying out a complete custom training program for the new work force of the plant. This is being done through the public education system in partnership. The program provides opportunity for local people to prepare themselves through an educational process, for the jobs checked by the plant. At the same time it provides a custom trained work force for the company resulting in higher productivity and lower start-up cost. This is a savings to the taxpayer and a boost to the economy of rural Mississippi.

Accomplishments and Outcomes to Date

Approximately 65 percent completed training toward a target of 1250 employees.

Accomplishments and Expected Outcomes

The plant staffed with a trained productive work force. The public educati on system improved from the experience.

For Further Information Contact:

Travis A. Cliett
Assistant State Director
Vocational-Technical Education
State Department of Education
Box 771
Jackson, MS 39205
(601) 359-3074

06/28/84

PARTNERSHIP PROGRAM PROFILE

BOOTHEEL EDUCATIONAL CONSORTIUM

Need

The Bootheel Educational Consortium (BEC) was established as a means of providing postsecondary educational opportunities to a six county region of Missouri which is best characterized by an average educational attainment of 8.8 years, a median income level at 50 percent of the state median, and an economy which is rapidly shifting from agriculture to business and industry. While there are over 100,000 bootheel residents over the age of 18, no institution of higher education is located in the immediate area. The Executive Advisory Committee of the BEC is composed of three representatives from educational institutions, business and industry, and consumers of educational services. The primary goal of the consortium is to enhance educational attainment levels and the economic condition of the bootheel citizens through promotion and expansion of educational opportunity.

Partners

The program partners include Southeast Missouri State University, Three Rivers Community College, University of Missouri Extension, and local area vocational schools. Programs and services are directed to the adult population of the region either through postsecondary or non-credit courses, seminars, workshops, etc., which have been identified as particularly pertinent to meeting the needs of the region.

Location of Program

The program is conducted within the six county region located in the extreme Southeastern corner of the State of Missouri.

Objectives

The program has three long-range objectives.

1. Improvement in level of educational attainment, training, and employment of economically disadvantaged persons in the bootheel.
2. Improvement in median family incomes as a direct result of training.
3. Establishment of a durable model for extending education and training programs to rural and deprived areas.

Procedures

The procedures for accomplishing the goals, to date have involved substantial needs assessment, articulation and coordination of promotional efforts designed to build an awareness among the citizens of the region of the opportunities provided. Over the past two years, the consortium institutions offered 278 credit courses to some 3,800 residents. In addition, over 5,000 residents have taken advantage of non-credit opportunities.

Accomplishments and Outcomes Expected

Future plans include developing strategies to offer courses on-site in regional industries through work-release programs as well as providing a funding base which will drastically decrease costs for participants.

For Further Information Contact:

Sheila Caskey
Dean
Graduate Studies and Extended Learning
Southeast Missouri State University
Cape Girardeau, MO 63701
(314) 651-2192

06/28/84

PARTNERSHIP PROGRAM PROFILE

CONTINUING EDUCATION FOR THE HEALTH PROFESSIONS

Need

Continuing education for any professional living in rural America presents some basic problems. There are those of isolation and accessibility, time away from practice or profession, accreditation, and costs. These and similar problems present unique challenges for the small rural college dedicated to providing quality continuing education.

Since its inception in 1972, the purpose and philosophy of Continuing Education for the Health Professions Program at Chadron State College has been the continued improvement of health care delivery to regional and area residents. This goal is being achieved through the provision of continuing and inservice educational opportunities for people employed in the health care, human service and helping professions. Delivery of educational service to health professionals has been accomplished through cooperative agreements and co-sponsoring arrangements with other insitutions of higher education, health care agencies, and health education providers. By resource sharing and networking, these partnerships have enabled a number of the problems and many of the needs of this population to be addressed and successfully served. (This presentation highlights those partnership successes and illustrates their formation.)

Partners

The program partners include area, regional, state and federal health education providers and institutions and Chadron State College's Center for Continuing Health Education. Chadron State College is a four-year accredited postsecondary institution governed by the Board of Trustees of the Nebraska State Colleges and funded by the Nebraska Legislature.

Target Audiences

The target audiences served by this program are people employed in health care, human service and the helping professions. The Chadron State College/Center for Continuing Health Education service area encompasses most of Western Nebraska (An area within 150 miles of the campus.)

Objectives

The program objectives of the Center for Continuing Health Education are:

1. To provide low cost continuing education to a targeted audience of health care, human service, and helping professionals, and
2. To provide documentation ad registry services (CEUs) for the successful completion of approved continuing education programs.

The Goal of the Program Is:

To improve health care delivery to area and regional residents through the provision of educational services and professional CEU - accredited learning experiences.

Procedures

The Procedures for accomplishing objectives are:

1. Establish cost sharing and co-sponsorship arrangements with other colleges, health care institutions, and health education providers.
2. Implement an automated record and data managment systems for providing continuing education unit (CEU) registry and documentation services.
3. Development of a consultant resource network of regional and national continuing health education providers and faculty.
4. Development of a system for the promotion, marketing, delivery and accreditation of continuing health education programs.
5. Provide consultant services in developing in-service education programs, audio-visual instructional materials and curricula for health care institutions and agencies.

Accomplishments and Outcomes to Date

1. Twelve years of excellence in providing continuing education to the health professional of Western Nebraska.
2. Delivery of approximately sixty educational events per year serving over 2,500 people.
3. Development of a computerized data management system.

4. Production of 100,000 or more promotional mailing pieces per year.
5. Permanent file and computer maintenance of ten to twenty thousand individual student records of accumulated CEU documentation.
6. Twenty to thirty program co-sponsors per year; the use and extension of shared resources allowing low cost in-service and continuing education.

Accomplishments and Outcomes Expected

1. Continued educational services to Western Nebraska and the surrounding region.
2. Programs will be consistent with emerging technology and offered at an affordable price and available at convenient locations.

For Further Information

Eric L. Snook, Director
Continuing Health Education
Chadron State College
Chadron, NE 69337
(308) 432-6376/6375

Dr. Edwin C. Nelson, President
Chadron State College
10th & Main Street
Chadron, NE 69337
(308) 432-4451

06/28/84

NATIONAL CONFERENCE ON
BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA

June 28-30, 1984
Washington, DC

PARTNERSHIP PROGRAM PROFILE

PROGRAMMING FOR COMMUNITY INVOLVEMENT

Need

Frequently, criticizing the schools is one of the more enjoyable and creative pastimes in a community. When one facilitates partnerships in education between local community groups and the school, the result is a subjective right brain impression of our schools in the community and a reduction of the fantasy element in speculation about a school.

Partners

The program partners include local government agencies, health services, business associations, recreational groups, township citizens, parents and other local educational agencies all working along with the local public school

Sponsors

Hampton Township Board of Education

Target Audience

This partnership program benefits both the local public school students and the various groups which participate.

Location of Program

The program is located at the Marian Emmons McKeown School in Hampton Township, New Jersey, a K-6, one school district in Sussex County which has 325 students and a staff of 51.

Objectives

1. To facilitate partnerships in education between local community groups and the school which result in demonstrating the excellence of the local public school.

2. To achieve one of the educational goals of the school district: "Each child should acquire...a sense of civic responsibility." Students will realize the role various civic and community groups play in the educational and social life of a school.

Procedures

The Hampton School District plans specific activities during the year which include local and county governmental agencies, businesses, recreational groups, health services, parents, citizens of the township and other local educational agencies. Students begin to realize the civic responsibility each group shares with the school and citizens become aware of the local school programs. This interaction results in creating a very positive and wholesome impression of our school in the community.

Accomplishments and Outcomes to Date

Rotary and realtor affiliations; power company, bank and insurance agency affiliations; senior citizens day, career day and recreational partnerships; cultural and educational activities, a child identification project, facility sharing activities and more.

Accomplishments and Expected Outcomes

The future would include plans to continue to expand out business partnerships, and plans to disseminate this partnership program with the local media and other publications to share this information with other school districts.

For Further Information Contact:

Mr. Michael Colicchello
Chief School Administrator
Hampton Township School District
R.D. #4, Box 192
Newton, N.J. 07860
(201) 383-5300

06/28/84

PARTNERSHIP PROGRAM PROFILE

CAYUGA-ONONDAGA B.O.C.E.S/CAYUGA COMMUNITY COLLEGE SHARED EFFORTS IN VOCATIONAL EDUCATION

Need

1. An economical way to provide quality program in vocational education in a rural area.
2. The chance to build career ladder development opportunities between secondary and post-secondary institutions.
3. The opporunity to meet common goals.
4. The opporunity to maximize usage of special facilities and equipment for vocational instruction.

Partners

The program partners include the Cayuga-Onodaga Board of Cooperative Educational Services and the Cayuga Community College.

Target Audience

Secondary, postsecondary and adult students in vocational education.

Location of Program

Cayuga-Onodaga B.O.C.E.S. Campus, 234 South Street Road, Auburn, NY 13021.

Ojectives

1. To maximize resources available for vocational education in a rural county through joint planning of use of Vocational Education Act and local capital expenditures.
2. Develop articulation agreement to provide career training ladders in vocational occupations.
3. Share facilities to avoid duplication.

Procedures

An agreement between the two institutions provides for shared use of facilites, articulation of common programs, joint faculty and a continuing plannig process for vocational education needs in the area.

Accomplishments and Outcomes to Date

1. Facilites of the Cayuga-Onodaga B.O.C.E.S have been used by the Cayuga Community College for vocational intruction for the past five years.
2. Vocational Education Act monies of each institution are spent in such a way as to complement the common programs between institutions.
3. Four teachers are jointly hired by the B.O.C.E.S. and the College and serve student populations of each institution.
4. The percentage of secondary programs has increased 18 percent over four years.
5. Articulation agreements exist in six instructional areas between the institutions.
6. The two institutions jointly constructed an energy efficient classroom building utilizing student work and have also built a nature trail.
7. Share Advisory Committeees between the College and the B.O.C.E.S. aid in program development.
8. Six high schools also provide college leavel courses on-site through cooperative arrangements with the College.

Accomplishments and Expected Outcomes

1. Increased planning activities for future programs.
2. Additional articulation agreements.
3. Shared programs for industry, business and governmental needs.

For Further Information Contact

Paul W. Haley
District Superintendent of Schools
Cayuga-Onodaga B.O.C.E.S.
234 South Street Road
Auburn, NY 13021
(315) 253-0361

06/28/84

PARTNERSHIP PROGRAM PROFILE

TEACHER EXCHANGE IN RURAL SCHOOLS

Need

Interwoven into much of the literature and mythology surrounding teaching and teacher education is the belief that college and university professors live in an "ivory tower." This belief has generated among school practitioners and the general public, a concern that many university teacher education professors are unaware of existing conditions in the public school classrooms. In an effort to respond to this concern and facilitate communications between the university and local school systems, a systematic sustained teacher exchange program was developed and implemented. The literature review on university faculty returning to the classroom uncovered a few isolated instances in which individual professors returned but found no published plan for a systematic program.

Partners

This effort between East Carolina University, Greenville City Schools, Duplin County Schools, Pitt County Schools and Washington City Schools appears to be a first.

Target Audience

College/University Faculty and public school personnel.

Location of Program

This program is taking place in eastern North Carolina, an almost exclusively rural area of the state.

Objectives

The primary objective of the Exchange Program is to provide opportunities for university faculty members and public school personnel to increase their understanding of each other's roles, responsibilities and daily demands. In addition, the Exchange provides insight for educators as to the kinds of research needed to benefit actual classroom situations and additional linkages between public schools and the university.

Procedures

The Exchange options, details of the orientation meeting and "shadowing activity" and evaluation forms were compiled into a procedural handbook. The Teacher Exchange Handbook was distributed to all teacher education faculty and to the participating school systems. It stated that participation in the Program was voluntary.

Accomplishments and Outcomes To Date

Eight East Carolina University professors from five departments were involved during the first semester of the Program's operation. All of them felt the experience had been beneficial and provided them a "resensitization to children and school situations." Numerous requests for the Handbook have been received as a result of an article in The Chronicle of Higher Education.

Accomplishments and Expected Outcomes

East Carolina University and local school systems are continuing their cooperative effort through teacher exchange as it serves to remind educators of each other's contributions and responsibilities to the education of today's young people.

For Further Information Contact:

Dr. Parmalee P. Hawk
School of Education
East Carolina University
Greenville, N.C. 27834
(919) 757-6923

06/28/84

PARTNERSHIP PROGRAM PROFILE

PENNSYLVANIA PARTNERSHIPS IN ACTION

Need

In his agenda for Excellence in Pennsylvania Public Schools, Governor Thornburgh acknowledged the fact that restoring quality to our educational system would require resources greater than those available in the educational system itself. Consequently, he called upon the schools to establish partnerships and cooperative relationships with business and industry and with other entities in the public and private sector so that their considerable resources could be brought to bear in the overall process of improving education. At the same time the Governor stressed the equally valuable contribution the schools could make to their partners - a contribution which could foster economic growth and improve the quality of life in Pennsylvania communities.

Partners

The prospective program partners which ithis initiative encourages include every one of the 501 public school districts and 84 area vocational-technical schools in the Commonwealth along with business and industry and public and private sector organizations from each community.

Target Audience

These potential partners are also the project's target audience.

Sponsors

Sponsorship for the program is shared by the Governor's Private Sector Initiatives Task Force and the Pennsylvania Department of Education with cooperation from the State Chamber of Commerce, the Business Council of Pennsylvania and the state's Intermediate Units and Institutions of Higher Education. Overall direction for the project comes from the Commissioner for Basic Education in the Department of Education.

Commonwealth Objectives of Pennsylvania

The major objective of this program is to encourage public/private partnerships in education which:

1. provide an opportunity to bring the "outside world" into the classroom;
2. lead to more informed career choices for students'
3. develop academic and vocational skills needed for employment;
4. broaden the base of support for schools;
5. improve the climate for business and industry;
6. make the educational resources of the school available to the community;
7. promote the sharing of facilities, equipment and staff expertise.

Accomplishments and Outcomes to Date

Pennsylvania's Partnership Project was initiated through a statewide conference called by the Governor to introduce potential partners to the proposed program and to encourage their future participation. Subsequently, a survey was conducted to determine existing educational partnerships and to identify successful programs and practices which could serve as models. In order to reinforce the message conveyed at the Governor's Conference, a brochure was prepared and widely distributed which was designed to present the partnership concept and develop a general "awareness" in the public. This was followed by the publication of a "how to" booklet which provided the centerpeice in a training effort which prepared Department and Intermediate Unit staff as consultants to work with schools in initiating partnerships. Throughout the next school year these individuals will attempt to create some type of partnership in every Pennsylvania school district with special emphasis on promoting rural partnership initiatives.

Accomplishments and Expected Outcomes

In addition to this statewide thrust, most state government agencies adopted local schools in Harrisburg City and will be working with them in a variety of partnership activities.

For Further Information Contact:

Bureau of Education Planning and Testing
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 782-2862

06/28/84

PARTNERSHIP PROGRAM PROFILE

TEXAS TECH CO-OP FOR MORE EFFECTIVE SCHOOLS

Need

To link the research on effective schools and effective teaching with specific instructional leadership tasks and methods. Small districts in the region need assistance in developing goals and leadership skills to become more effective in achieving their instructional goals. The faculty members from Texas Tech University also need the opportunity to work with school district leadership teams in applying research and knowledge about effective schools.

Partners

The program partners include faculty members of the Department of Educational Administration, Texas Tech University, staff members of Pedamorphosis, Inc., and leadership teams from eight small rural school districts. The leadership teams are composed of the superintendent, the school principals, and at least one teacher from each school building. Pedamorphosis, Inc. is a small, not-for-profit corporation established to further improvement of schools.

Sponsors

Same as above.

Target Audience

Indirectly - students in eight small rural school districts
Directly - Administrators and teachers in those districts

Location of Program

Within a 75-mile radius of Lubbock, Texas, located in the Southern Panhandle and High Plains region of West Texas.

Objectives

1. To familiarize the target school personnel with the research on effective schools.
2. To lead the school district personnel to self-examine, and then alter, their operational norms.
3. To lead personnel of the College of Education, Texas Tech University, to self-examine and then alter, their operational norms and ways of relating to schools.
4. To lead the school district personnel to seek and make use of feedback and external assistance in their renorming efforts.
5. To develop and use improvement plans and processes reflecting research on effective schools e.g., collaboration among staff and administration; a goal focus for activity; data driven practices; action plans to guide performance; organization development; and skill development for all roles (teachers, principal, superintendent, professors).
6. To develop an on-going cycle of three-year periods during which time faculty of Texas Tech University and Pedamorphosis personnel work with deffenrent groups of schol districts to carry out the goals of the Co-Op.

Procedures

A steering committee developed a plan for on-campus workshops, follow-up visits to the school districts by Texas Tech and Pedamorphosis personnel, and on-site training sessions. Local leadership teams develop and carry out plans for improving local school effectiveness consistent with research findings.

Accomplishments and Outcomes to Date

The project is moving into its third year of operation. Training workshops and on-site visits have resulted in local goal-setting and development of plans for achievement of those goals. Districts have proceeded to carry out the plans thus developed, with emphasis on classroom instruction improvement and more effective supervision of instruction.

Accomplishments and Outcomes Expected

Further implementation of locally developed school improvement plans. Movement into a second three-year cycle involving a different group of cooperating school districts.

For More Information contact

Dr. Weldon Beckner, Chairman
Educational Administration and supervision
College of Education
Texas Tech University
Lubbock, Texas 79409
(806) 742-2391

06/28/84

PARTNERSHIP PROGRAM PROFILE

DIXIE COLLEGE-GARFIELD COUNTY SCHOOL DISTRICT TELE-LEARNING PROJECT

Need

Students in rural schools need to be provided with direct instruction that they would not be able to receive due to the limitations of the rural environment.

Partners

The Garfield School District, Dixie College and the Utah State Office of Education.

Target Audience

School-age children in the Garfield School District.

Location of the Program

Southern Utah - Washington and Garfield counties.

Procedures

Setting up a live inter-microcomputer through dedicated data and conference lines between Dixie College initially and any other institution eventually and the Garfield School District whereby students in tele-learning centers will be able to live and interactively receive instruction from an instructor from miles away.

Accomplishments to Date

The data and conference lines have been installed; a trigonometry course has been piloted in three high schools with the initial instruction coming from a professor of mathematis at Dixie College some 180 miles distant. Students have passed the final test in one of the schools. In the other schools students will complete that course and are expected to pass the final test in May 1984.

Accomplishments and Expected Outcomes

The Garfield School District will re-submit an application for funding so that we might complete the total software of the Tele-Learning Network that will then be transportable to any other institution in the State of Utah and any other institution in the United States at the will and desire of the State of Utah.

For Further Information Contact

Dr. Henry E. Jolley
Superintendent
PO Box 398
Panguitch, UT 84759
(801) 676-8821

06/28/84

PARTNERSHIP PROGRAM PROFILE

SUPPORTING TEACHER-RESEARCHERS IN RURAL COMMUNITIES

Need

If real educational change in writing literacy is to be accomplished in rural America, teachers must become their own experts as writers, teachers of writing, and practice-oriented researchers in writing. Through a system of mail and telecommunications networking, teachers and their students will be able to propose new ideas about the writing process, to test their own research, and to exchange their findings.

Partners

The program partners include the Bread Loaf School of English of Middlebury College, the Fund for the Improvement of Postsecondary Education, the Rockfeller Foundation, the Lyndhurst Foundation and the Apple Education Foundation.

Target Audience

The Program in Writing at the Bread Loaf School of English addresses the writing needs of rural secondary school teachers of English who work in regions of poverty with high student drop-out rates, community hostility, low teacher morale, poor teaching salaries and heavy workloads, and significant minority groups, especially Blacks and Native Americans.

Location of Program

During the summer the Program is conducted at the Bread Loaf School of English in Vermont and continued during the year in the rural schools of these Bread Loaf teachers. Objectives Each year the School of English supports at least forty (40) teacher-researchers of English in rural communities, helping them to form research communities in their schools and to begin to create networks on a state and regional basis. Teachers come to the Bread Loaf School of English in Vermont or at Lincoln College, Oxford (with full financial support) and conduct case studies of themselves as writers and learners and plan studies of their students as writers and learners. The School seeks to provide an alternative to traditional modes of rural teacher education: our mode is self-generated, interactive and firmly grounded in the teacher's own working life.

Procedures

After recruiting efforts each year, which reach into over 10,000 secondary schools in at least forth (40) states, Bread Loaf selects each summer about 100 new or returning teachers to attend the Bread Loaf School of English in Vermont or at Oxford, where they take one graduate course in writing and one in literature. Teachers attempt to answer questions about the learning taking place in their classroom and explore the process of inquiry rather than formal research reports. Courses also offer teachers a forum for sharing the results of their inquiry in subsequent summers and formulating work for publication and/or in-service presentation to colleagues at home. In a subsequent summer, teachers return with their data to Bread Loaf, where they analyze and interpret their findings and write, edit and assemble reports and reflections on their experiences. They study their own and others' processes, products and evaluations so that they can return home as experienced participators and observers of writing.

Accomplishments and Outcomes to Date

The Bread Loaf Program in Writing is already having a national impact. In its 1983-84 annual national assessment of excellence in the teaching of writing, a panel of judges appointed by the National Education Association wrote in "Quality Education: The State of the Art" in Today's Education that no program was more committed to excellence in a teacher's classroom than that of the Bread Loaf School of English. With school-year research grants of $50,000 made available by the School, these teachers are preparing to become their own experts, to be producers rather than merely consumers of knowledge. Over the past six years, 427 teachers from 45 states who have shared the Bread Loaf experience have reached an estimated 167,000 rural high school students.

Accomplishments and Outcomes Expected

With the help of our partners, 100 additional teachers who will participate over the next two years will reach as many as 30,000 to 40,000 more rural students. These teachers will be provided scholarship funds at Bread Loaf and research grants of up to $1,500 for practice-oriented research in their rural communities. The school will provide a

framework for describing and improving the ways students in rural schools achieve, use, and valu literacy. The School is initiating a series of working papers, written by secondary school and university teachers with their students. With support from the Rockefeller Foundation, the School of English is conducting a National Conference on Writing Literacy at Bread Loaf in Vermont on July 15-16, 1985. About twelve (12) national educators will join Bread Loaf faculty and rural teacher/ student researchers. Their deliberations will be published and disseminated to a national audience.

For Further Information Contact:

Paul M. Cubeta
Director
Bread Loaf School of English
Middlebury College
Middlebury, VT 05753
(802) 388-7946
(802) 388-3711, ext. 5418

06/28/84

PARTNERSHIP PROGRAM PROFILE

JOINT EMPLOYMENT PILOT PROJECT

Need

The school system needs a highly trained math teacher to solve the math teacher shortage and to expand the curriculum in a small high school to include a high level mathematic course in probability and statistics and a computer math course.

Partners

The program partners include the Town of West Point Public School Board and The Chesapeake Corporation of Virginia located in West Point Virginia.

Target Audience

The program services students in grades 8-12 at West Point High School

Location of Program

The Town of West Point Schools' facilities and resources are used in exchange for the engineers' services.

Objectives

The objective of the program is to offer high level math courses that could not otherwise be offered and to help solve the math teacher shortage. An engineer from the Chesapeake Corporation teaches one-half day at West Point High School.

Accomplishments and Outcomes to Date

The engineer is teaching a probability and statistics course and a computer math course at West Point High School. The Corporation is using school facilities for employee recreational programs and the school's media studio to make training and safety films. The Corporation has also used school buses to transport visitors to the Corporation sites.

Accomplishments and Expected Outcomes

This present program will continue in the future.

For Further Information Contact:

Ms. Claiborne R. Winborne
Assistant Superintendent for Administrative Services
Town of West Point School Board
P.O. Box 185
King William, VA 23086
(804) 769-3054

06/28/84